**Planning Guide for Coral Reefs Text**

**Directions:**

**Part 1: Text Analysis – Small group work with your Co-Teachers**

Read the text. Use the chart below to make notes about the three two-page spreads in your section. Be sure to consider the features we talked about in class such as genre, text organization, graphics, captions, challenging vocabulary. Also be sure to set up a logical path through the section to help students focus on key concepts and your learning goals.

|  |  |
| --- | --- |
| **What’s potentially difficult about the text?** | **When support (before, during, and/or after) How prepare/support students?** |
|  |  |
|  |  |
|  |  |

**Part 2: Learning Goals.** After considering the features of the text, think about what students should be able to understand and learn from reading and talking about the text.

1. Identify the most important content or information in the text. Use this to create learning goals for your discussion. What should your students know/learn from reading this text? You should frame you learning goals as questions (e.g. “How are caves formed?”). For each learning goal, list information students need to understand in order to reach that goal. For example, in *Caves*, our learning goal was “How are caves formed.” To understand that, students needed to understand:

* Caves are created by water trickling through cracks in rocks
* Water carries acid (from polluted rain) that eats away at rock
* Limestone is a particularly soft kind of rock, so susceptible to acid erosion (more easily/quickly eroded)

1. Identify the important concepts or “big ideas” can students learn from reading and talking about this text. The big ideas might be related to content areas (science, civics, etc.) or to text (how texts are organized, how writers find out the information, etc.).

**Part 3: Planning the Launch**Consider how you will launch your topics and discussion. Script your launch in the “launch” cell of the planning table, considering the points of a launch that we discussed in class.

**Part 4: Planning the Exit**Consider how you might assess student learning of the important ideas in the text. How will you know if students have met the learning goals that you set? Will they share orally with a partner? Write something? Complete a graphic organizer? Draw something? Script your exit plan in the “exit” cell of the planning table. Use the Caves exit example to guide your thinking.

**Part 5: Planning Ways to Support Student Interactions with Text Ideas**Type your two-page section of text into the left cell of the planning table. You can divide and/or sequence your text into cells any way that you would like. Type your QAFA script (**Q**uestion, **A**nswer from students, **F**ollow-up question, and **A**nswer from students) into the right cell of the planning table, just like you did for homework with the Caves text.

* **Appropriate stopping points** within the text correspond to places that will help students build meaning from text to reach learning goals.
* Your **initial queries** should be open ended, asking students to summarize, explain, and interpret. They should also get at the important information at each stopping point.
* Your **follow up queries** should clarify your initial questions and promote critical thinking.

\*\* As part of your planning, you should talk with your “co-teachers” who be teaching the same section (but different pages) to consider how you will mesh your three “mini-lessons” (approx. 8 minutes each) together into one 25 minute lesson.

**Submitting your final planning guide:** Before you teach your lesson, nominate one person as the group leader and email that person with your section of the script. That person will combine all three of your “planning tables” into one document and email you back with the complete lesson. Each teacher should have a complete copy of your complete lesson when you teach (to refer to while teaching), and one person will hand in a hard copy to Dr. Coiro after your lesson is completed.

**Scoring Rubric for Planning Guide/Lesson for Coral Reefs Text**

|  |  |
| --- | --- |
|  | Earned Points |
| **INDIVIDUAL GRADE: 2 points each** |  |
| **Launch** engages students in thinking about the text ideas and sets purpose for reading/discussing the text. |  |
| **Stopping points** within the text correspond to places that will help students build meaning from text to reach learning goals. |  |
| **Initial queries** get at important information and are open ended, asking students to summarize, explain, and interpret. |  |
| **Expected responses** to each query are included and are appropriate. |  |
| **Follow up queries** clarify initial questions and promote critical thinking. |  |
| **Exit** identified appropriate means of assessing learning goals. |  |
| **TOTAL (out of 12 points)** |  |
| **GROUP GRADE: 1 point each** |  |
| **Text analysis** captures relevant text resources, challenges, and ideas that might be confusing to students. |  |
| **Learning goals** identify the important content and relevant points that students need to deeply understand from the text. |  |
| **Jointly worked with co-teachers** so that lesson fit together smoothly in the written planning guide and oral lesson |  |
| **Engaged students** during the lesson |  |
| **Plan is submitted as specified**, in Standard English mechanics and grammar. |  |
| **TOTAL (out of 5 points)** |  |
| **GRAND TOTAL (out of 17 points)** |  |

**Planning Guide for Coral Reefs Text – TEACHER 1**

Section/Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Learning Goals: Students will understand… (Important content)**

* **A**
* **B**
* **C**

**Key Concepts/Big Idea:**

* **A**
* **B**

|  |  |
| --- | --- |
| **Text** | **Questions/Comments** |
|  | **LAUNCH** (*Introduce text, activate PK, set a purpose)* |
| Page X  Heading |  |
| Page X  Heading |  |
|  | **EXIT** *(How will you know if students have met your learning goals?)* |

**Planning Guide for Coral Reefs Text – TEACHER 2**

Section/Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Learning Goals: Students will understand… (Important content)**

* **A**
* **B**
* **C**

**Key Concepts/Big Idea:**

* **A**
* **B**

|  |  |
| --- | --- |
| **Text** | **Questions/Comments** |
|  | **LAUNCH** (*Introduce text, activate PK, set a purpose)* |
| Page X  Heading |  |
| Page X  Heading |  |
|  | **EXIT** *(How will you know if students have met your learning goals?)* |

**Planning Guide for Coral Reefs Text – TEACHER 3**

Section/Pages: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Learning Goals: Students will understand… (Important content)**

* **A**
* **B**
* **C**

**Key Concepts/Big Idea:**

* **A**
* **B**

|  |  |
| --- | --- |
| **Text** | **Questions/Comments** |
|  | **LAUNCH** (*Introduce text, activate PK, set a purpose)* |
| Page X  Heading |  |
| Page X  Heading |  |
|  | **EXIT** *(How will you know if students have met your learning goals?)* |